

DSAT Institutional Programs Levels 3-4+

Women's Program:

A. Pre/Post Measures –

Six standardized Instruments and a Client Satisfaction Questionnaire (CSQ). All measures are administered both before and after intensive treatment and the entire pre/post battery should take about 15-30 minutes to complete. The Client Satisfaction Questionnaire is administered once, after intensive treatment has been completed.

- Alcohol and Drug Refusal Self-Efficacy Questionnaire (ADRSEQ)
- Drug Avoidance Self-Efficacy Scales (DASES)
- Coping Behaviors Inventory (CBI)
- Commitment Scales (CS)
- Problem Solving Questionnaire (PSQ)
- Perceived Modes of Processing Inventory (PMPI)
- Client Satisfaction Questionnaire (CSQ)

The first four instruments are part of the Community DSAT Program. The Institutional Pre/Post Measure includes three additional components, two additional instruments and the client satisfaction questionnaire. The two additional instruments included are briefly described below.

- Problem Solving Questionnaire (PSQ) consists of 20 statements that describe problems in every day living. Clients select a number (0-4) that represents the extent they feel the statement is true for them. The PSQ was designed by Thomas D'Zurilla. Research indicates that the PSQ is reliable and valid across offender and non-offender populations. It was used by CSC (1999) in a research study on institutional and community treatment programs and positive outcomes were recorded using the PSQ along with a battery of psychometric tools.
- The PMPI is a 32-item questionnaire that assesses awareness and perception of an individual's dominant mode of information processing in stress and coping situations. Three processing styles are assessed: rational, emotional, and automatic processing. The instructions for the PMPI are slightly modified to provide a reference to alcohol and drug use for use with DSAT. Research indicates that this is a reliable and valid measure. It was developed by Burns and D'Zurilla (1999). The subject sample for the PMPI study included 1268 college students.

B. Treatment Components –

I. Level 3

MI/MET –

The same MI/MET Manual used for the DSAT community and institutional programs. Level 3 MI/MET includes 2 individual MI sessions and 2-3 MET group sessions. The MET Manual includes 6 different session curriculum that a DSAT facilitator may draw from for the MET group sessions. At level 3 there are 2 optional sessions that may be used.

Intensive CBT Curriculum –

Level 3 curriculum includes 15, 3-hour sessions. Ideally program delivery would be to hold two sessions per week. It is acceptable to deliver the program over a longer period of time by doing one intensive session per week.

CBT Maintenance Curriculum –

Level 3 maintenance curriculum includes 5, 2-hour sessions that are designed to be delivered once per month or bi-monthly. The first hour of each maintenance session is an unstructured, client centered/driven check-in period. The second half of the session is structured CBT lesson.

II. Level 4+

MI/MET –

The same MI/MET Manual used for the DSAT community and institutional programs. Level 4+ MI/MET includes 2 individual MI sessions and 4-5 MET group sessions. The MET Manual includes 6 different session curriculum that a DSAT facilitator may draw from for the MET group sessions. At level 4+ there is only 1 additional optional sessions that may be used.

Intensive CBT Curriculum –

Level 4+ curriculum includes 26, 3-hour sessions. Ideally program delivery would be to hold two sessions per week. It is acceptable to deliver the program over a longer period of time by doing one intensive session per week.

CBT Maintenance Curriculum –

Level 4+ maintenance curriculum includes 6 2-hour sessions that are designed to be delivered once per month or bi-monthly. The first hour of each maintenance session is an unstructured, client centered/driven check-in period. The second part of the session is structured lesson, strongly focused on building on and further developing skills dealt with in the Intensive Phase.